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ABSTRACT

This book contains nine papers on the development of education for older adults in the United Kingdom and Canada against the background of an aging population and the challenge of lengthening life expectancy. "Foreword" (David James) presents an overview of the book's contents and underscores the importance of motivation to learning in later life. "The Education for Older Adults 'Movement': An Overview" traces developments in self-help education for older adults, including university-of-the-third-age and continuing education programs. The following are among the topics discussed in "Some Critical Implications": lifelong learning; critical theory; the functionalist paradigm; the context of old age; liberation and empowerment; hegemony; andragogy; and critical educational gerontology. "Critical and Educational Gerontology: Relationships and Future Developments" (Chris Phillipson) considers critical gerontology in relation to the crisis of old age, the issue of identity, the self in old age, and emancipation. "Changing Attitudes to Ageing" examines age-related stereotypes and strategies for changing attitudes toward aging. "Education for Older People: The Moral Dimension" (Robert Elmore) argues that access to educational gerontology should become a public policy priority. "Critical Educational Gerontology and the Imperative to Empower" (Sandra Cusack) operationalizes the concept of empowerment in the areas of leadership training and mental fitness and identifies techniques to empower older learners. "Educational and Social Gerontology: Necessary Relationships" explores the relationship between education gerontology and social gerontology. "The Debate Continues: Integrating Educational Gerontology with

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Lifelong Learning" (Alexandra Withnall) considers issues in the debate surrounding the philosophical and emerging theoretical approaches to educating people who are beyond working age. "Teaching and Learning in Later Life: Considerations for the Future" makes a case for further development of the theoretical basis of educational provision for older adults. The bibliography contains 207 references. (MN)

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